

University of Central Florida College of Education
Department of Child, Family, and Community Sciences
EEX 2010: Introduction to Special Education
Face to face Mondays 1:30 – 4:20 p.m. TA 102
Webinars 1:30-3:00 at https://admin.na3.acrobat.com/_a826512158/eex2010/

Instructor: Michael O'Neal
Office Telephone: (407) 823-2598
Credit hours: Three (3) semester hours

Office Location: College of Education, 315
Email: Use course email and follow the e-mail protocol
Office Hours: (30) minutes before and after class, or by appointment.

COURSE DESCRIPTION AND FORMAT

It is my sincere pleasure to welcome you to EEX 2010, Introduction to Special Education. I hope that you are looking forward to an exciting semester. Teaching students with special needs is an area of particular interest to me and I am looking forward to exploring this topic with you over the next several weeks. I am interested in learning more about you, your professional interests, your expectations for this course, and ways that I can facilitate the production of your very best work.

Catalog Description: Orientation to the education of children and adolescents with special needs in the schools. The course includes characteristics, trends, mainstreaming, and other issues.

Course Description: This course will provide definitions, characteristics, theories, current trends and controversies in the various disability categories of exceptional education. EEX 2010 is designed as a course related to differences. Differences may be related to difficulties and/or special talents in thinking, seeing, hearing, speaking, moving or behaving. As a result of such differences, some students may require special programs or services in order to realize their full academic, social and behavioral potential.

Course Format: This mixed mode class with lectures, modules, group discussions, in-class presentations, and simulation activities will provide reinforcement of readings about key concepts. In-class activities and discussions, lectures, webinars, online modules, community trainings, guest speakers, and simulation activities will provide reinforcement of readings about key concepts. In-class activities will provide experience, guided practice, and independent decision-making opportunities.

REQUIRED TEXTBOOK

Smith, D. D., & Tyler, N.C. (2010). Introduction to special education: Making a difference (7th ed.). Merrill. ISBN-10: 0205600565; ISBN-13: 9780205600564. (You may use the 6th edition as well).

COURSE POLICIES

Attendance / Participation

Attendance is required and is critical to student success in this course. It is the student's professional responsibility to attend classes, be on time, produce quality work, participate in discussions and activities, and adhere to the ethics of the profession. Courses may contain content that cannot be made up if classes are missed.

Participation by Students with Disabilities

If you are a qualified student with a disability seeking accommodations under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990, you are required to self-identify with Student Disability Services. If you require special accommodations in order to meet any of the requirements of this

course, please contact the instructor by the second class meeting so that we may prepare for your specific needs. If you do require special accommodations, you must also notify the UCF Student Disability Services Office. The mission of Student Disability Services is to ensure that qualified students have an equal opportunity to participate in and benefit from the curricular and co-curricular opportunities available at the University of Central Florida as mandated by federal/state laws and the University's goal of becoming more inclusive and diverse. The office is located in Ferrell Common, FC Room 132. Contact Information: Telephone (407)-823-2371; TDD (407)-823-2116. For additional information, please refer to the Student Disability website located at <http://www.sds.sdes.ucf.edu/>.

Accommodation for Religious Observances

It is the policy of the University of Central Florida to accommodate reasonably the religious observances, practices, and beliefs of individuals concerning admissions, class attendance, and the scheduling of examinations and work assignments. A student who desires to observe a religious holy day of his or her religious faith will notify his/her instructors and be excused from classes to observe the religious holy day. The student will be held responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work missed. (UCF Graduate Catalog).

http://www.catalog.sdes.ucf.edu/academic_regulations_and_procedures/religious_observances/Default.aspx

Sexual Harassment

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate inappropriate behavior between or among members of the University community that creates an unacceptable working environment.

Technology Requirements and Expectations

Technological proficiency is a must for future educators. In this course you will be expected to have reliable access to the internet. If you do not own a computer or if your service is not reliable, there are computers accessible to you in all of UCF's computer labs. As a student in this course, you must be able and prepared to:

- Use e-mail and the internet
- Have and use a reputable anti-virus program on your computer
- Use and create information using a variety of programs
- Access videos, library reserves, and online materials

Instructor Policies on Graded Assignments

Assignment completion and active participation are necessary to benefit from the class. All assignments are due on their given date. Work submitted for grading will also be evaluated on content as well as quality (spelling, grammar, neatness, etc.) All assignments must be submitted to receive a passing grade.

- **Format:** Unless otherwise noted, all written assignments must be word-processed in a format readable in Microsoft Word 2007 (i.e. doc, docx, or txt) and professionally presented with your name(s) on each page. Please use grammar and spell check. Use the *Publication Manual of the American Psychological Association* (APA) 6th edition for style and referencing.
- **Quality:** Work is expected to be thoughtful, reflective and of high quality in terms of both content and presentation. Work that does not meet the established criteria will be noted and will not receive full credit. This may result in a lowered grade.
- **Timeliness:** The expectation is that all assignments will be submitted on the date on which the assignment is due. Arrangements for late work must be made with the instructor prior to the due date. **Late assignments will not be accepted, and will receive a grade of zero points.**

The following "excuses" are not acceptable:

- "My computer crashed . . ."
- "I forgot my password. . ."
- "My assignment wouldn't open at school . . ."

- “I submitted it to the wrong dropbox...”
- “I did my paper, but it got erased. . . .”

These are all the modern day equivalent of “The dog ate my homework.” Technology is here to stay, and we know it is quite temperamental. **You must plan ahead to avoid these problems or accept the consequences of your procrastination.**

English Language Proficiency

Proficiency in the use of oral and written standard English is expected of all teachers – (e.g., standard English grammar, spelling, punctuation, appropriate vocabulary, and sentence structure). General proofreading may meet your needs, but if further assistance is needed, please seek the services provided by the following locations:

- **UCF Technical Writing Center** at <http://pegasus.cc.ucf.edu/~uwc/>
- **Student Academic Resource Center (SARC)** services are available for tutoring and study skills: <http://www.sarc.sdes.ucf.edu/>

UCF Golden Rule

According to *UCF Golden Rule* guidelines, academic dishonesty/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Such behavior is also a violation of the College of Education’s Professional Code of Conduct. Please review the UCF Golden Rule guidelines located at www.goldenrule.sdes.ucf.edu.

E-Mail Protocol

Please adhere to the following guidelines: Use course email for course issues. Be sure to insert your name in the first line of your e-mail and in any attached document. Please allow 24-48 hours for a reply.

Incompletes

A grade of “I” (incomplete) may be assigned by the instructor when a student is unable to complete a course due to extenuating circumstances, and when all requirements can be completed in a short time following the end of the term. The student is responsible to arrange with the instructor for the completion of the requirements of the course. Please be aware that I do not teach this course every semester.

An incomplete will only be assigned when:

1. You have done satisfactory work in a substantial fraction of the course requirements prior to grading time and provide the instructor with evidence of potential success in completing the remaining work.
2. Extraordinary circumstances, not related to class performance, such as illness or family emergency, have prevented you from finishing the course requirements on time.

An incomplete will not be given to enable you to do additional work to improve a grade.

Learning Objectives

This course promotes the development of pre-service teachers as they grow into facilitating reflective practitioners. (Key to objectives: CEC- Council for Exceptional Children (CC-Common Core, K-Knowledge, S-Skill; ESOL- English to Speakers of Other Languages; FETC-Florida Essential Teaching Competencies; MH, SLD, VE- Florida Subject Area Competencies; AP-Accomplished Practices).

STATE OF FLORIDA/COMPETENCIES

1. Describe and discuss the legal issues that have impacted exceptional education (CEC CC1 K1, K4, S2; SLD VE 1-1, 2,3,4, SLD VE 10-8; AP 8).
2. Describe state and federal legislation and state board rules pertaining to exceptional education (CEC CC3 K4; ESOL 12-1; FETC 4-4, 28-2; AP 1).
3. Describe the current trends and attitudes affecting the provision of service in exceptional education. (CEC CC 1K1; AP 4,11)

4. Identify legal and ethical issues related to confidential student information (CEC CC 3 S7; SLD 4-1,3; AP 1,9,10).
5. Recognize the major components of the Individuals with Disabilities Education Act (IDEA) (CEC CC1 K1, K4, S2; SLD VE 1-1, 2,3,4, SLD VE 10-8; AP 8).
6. Recognize the major components of an IEP (CEC CC1 K1, K4, S2; SLD VE 1-1, 2,3,4, SLD VE 10-8; AP 8).
7. Recognize the continuum of services available in exceptional student education. (CEC CC3 S11; SLD VE 3-1,2,3; AP 9,10; CEC CC4 K2)
8. Identify current definitions of exceptionalities, related terms, and acronyms (CEC CC2 K7; FETC 1-1, 28-1; SLD VE 2-1; AP 1,7).
9. List and discuss the physical, psychological, educational and behavioral characteristics of students with disabilities as compared to students without disabilities (CEC CC4, 7 S6; SLD VE 4-1, 12-2; AP 1,2,7,9,10).
10. Explain the present and historical definitions and classification systems in education for the mentally handicapped (CC1; MH 3.1-5; VE 2.1-4; AP 7,8,9);
11. Identify prevalence /incidence frequency of handicapped students (CC2; EH 1.2, MH 3.1-3; LD 2.1-3; VE 2.1-4; AP 7,8,9);
12. Identify etiology for problems (CC2; EH 1.2, MH 3.1-3; LD 2.1-3; VE 2.1-4)
13. Identify the social, learning, physical, and behavioral characteristics of students with disabilities (CEC CC2, 3 K7 S10; SLD VE 2-1, 12-4; FETC 1-1, 28-1; AP 3);
14. Identify major contributors and professional organizations (CEC CC1 K1, K4, S2; SLD VE 1-1, 2,3,4, SLD VE 10-8; VE 1.1-4; AP 8,11)
15. Identify uses of technology for exceptional students (CC5 K3; MH 9.1; AP 12).

ADMINISTRATIVE COURSE REQUIREMENTS

(PLEASE NOTE: All online assignments and assessments will be due on Mondays at noon).

- I. Attendance and Participation (100):** Each student is expected to attend live classes, virtual classes, and community training events. Students are also expected to participate in discussions and activities. Your preparation for class and participation in classroom discussions affect your academic progress. Each student is responsible for information from all assigned readings, class discussions, and activities.

Face-to-Face Sessions:	8@7pts each = 56
Online Sessions:	6@7pts each = 42
Free Points:	<u>2</u>
Total:	100

- II. Make a Difference Project (100 points):** Students will participate in community activities that support persons with disabilities and upload a written report of their experience.

Examples: Providing respite services, tutoring, or mentoring for a student with a disability in the community, reading to preschool children with disabilities, volunteering for Special Olympics, Buddy Walks or other community based events, or making your own activity to involve individuals with disabilities and their families.

Assignment	A (100 points)	B (85 points)	C (70 points)
Make a Difference Report must include: documentation/evidence of your work in the community (40points) reflection according to questions provided below (60 points)	4 Lessons in an inclusive classroom or 2 Volunteer for a community based activity or 1 Community based project which you created from scratch.	3 Lessons in an inclusive classroom or 1 Volunteer for a community based activity	2 Lessons in an inclusive classroom

Make a Difference Report: Submit ***signed*** documentation (use the form in Webcourses) with the agency or person's name, address, phone number, and nature of your service, where you completed your hours of field-based experience. Include photos of yourself in the activity (40%). Along with the signed documentation, please submit a 2-page paper ***addressing the following questions*** (Use them as headings). This is one paper covering all your experiences.

1. What did you learn about individuals with exceptional needs? (10)
2. What did you learn that you did not expect to learn? (10)
3. What did you learn about yourself? (10)
4. How do you think this experience increased your individual comfort level related to living and working with individuals who are exceptional? (10)
5. How could you use this information to benefit your students with disabilities in the future? (10)
6. Turned in on time, without grammatical or spelling errors. (10)

III. Cinema Circles (40 Points): Students will view movies from the list below to gain a better understanding of disabilities in society. In groups of no less than 3 people –pick and watch movies, take a picture of yourself (or the group watching it) and have a cinema circle talking about the movie. The cinema circle must be held asynchronously using a form of technology –see instructor for options. Grades will be awarded as follows:

Assignment	A (40)	B (34)	C (28)
	View and presented evidence of 3 videos	View and presented evidence of 2 videos	View and presented evidence of 1 videos

List of movies related to people with disabilities. These may have positive or negative perceptions of people with disabilities. Others can be added with instructor permission

<i>A Fish Called Wanda</i>	<i>At First Sight</i>
<i>Autism is a World</i>	<i>Beautiful Mind</i>
<i>Black</i>	<i>Blind Fury</i>
<i>Children of a Lesser God</i>	<i>Dangerous Minds</i>
<i>Dodge Ball</i>	<i>Emmanuel's Gift</i>
<i>Fat City</i>	<i>Four Weddings and a Funeral</i>
<i>Freak The Mighty</i>	<i>Graduating Peter</i>
<i>Hairspray (must be old version not remake)</i>	<i>I am Sam</i>
<i>Lorenzo's Oil</i>	<i>Mask</i>
<i>Miracle Worker</i>	<i>Misunderstood Minds</i>
<i>Molly</i>	<i>Mr Maggoo (1997)</i>
<i>Mr. Holland's Opus</i>	<i>Murderball</i>
<i>My Left Foot</i>	<i>Nell</i>

<i>Never Been Kissed</i>	<i>Never Been Kissed</i>
<i>Radio</i>	<i>Rain Man</i>
<i>Running with Scissors</i>	<i>Scent of a Woman</i>
<i>Simon Birch</i>	<i>SnowCake</i>
<i>The Boy who Could Fly</i>	<i>The Mighty</i>
<i>The Other Sister</i>	<i>The Piano</i>
<i>The Ringer</i>	<i>The Waterboy</i>
<i>There's Something About Mary</i>	<i>What's Eating Gilbert Grape</i>

- IV. Chapter Quizzes (130 points):** After reading the textbook chapter associated with each topic, you are to complete a multiple-choice and true/false quiz on the course website. This quiz will help you prepare for class. Webcourses will automatically block access to the quiz after the due date which will always be Mondays at noon. Quiz grades will be released after availability period ends. There are a total of 13 online quizzes (@10 points each)
- V. Lesson plan adaptation: (25 points):** Students will adapt one lesson plan addressing Universal Design accommodations and/or modifications. The lesson will be uploaded to the assignment section by the specified date. The lessons may be modified from lessons found online, but must include a citation of the original source and you **MUST** include a chart or table to demonstrate how the lesson provides: Multiple means of representation, multiple means of expression, and multiple means of engagement.
- VI. Web Activities (80 points):** You are responsible for completing a series of Web Activities. These engaging activities include a learning objective and description with additional resources as needed. You must complete and submit each Web Activity before the due date. Examples of web activities could be learning modules and discussion topics. In a module you are to read the resources provided and complete the assigned task. In a discussion posting you will find a prompt on a key concept or critical issue and you are to post your response to the topic and respond to at least one posting from another student. Modules: EXED Foundations (10), Speech and Language (10), Low Incidence Disabilities (10) Physical Impairments (10), Universal Design (10), Autism (10), Low vision and blindness (10), Giftedness (10).
- VII. Tests (3 @ 75 points):** Consistent with the course objectives, tests will require you to analyze, reflect, and integrate information from topics related to course content. Tests could include multiple choice and short essay questions. Tests are most likely to be taken online.
- VIII. Presentations (100 points):** Working in groups of 4, students will develop a 20 minute class presentation. In addition to the class textbook, groups must use at least three scholarly resources as references for their presentation. Groups will sign up for topics the first week of class, and present their session on the first face to face class after the date the topic is scheduled on the syllabus. Students should choose a topic that is different from personal experiences with individuals with disabilities.
- IX. Participate in 3 debates (100 pts):** Topics and debate teams will be decided during first class (40 pts for each of two times debating, and 20 pts for one time moderator for a total of 100 pts). Each team will have 15 minutes to present their case, followed by a 5 minute team mtg. Next will be a 10 minute rebuttal. Finally, the moderators will have 5 minutes for discussion followed by five minutes declaring the attributes of each presentation, including the winner of the debate. Moderators must determine how they will assess the debates.
- Debate 1 – 2/2
 - Debate 2 – 2/23
 - Debate 3 – 3/15

Course Total Points (900)

Attendance	100	GRADING SCALE Points on all assignments will be totaled and a percentage determined based on the number of points you received compared to the total number of points of the assignments. Your grade will be determined according to the following criteria: A=100%-90%; B=89%-80%; C=79%-70%; D=69%-60%; F=Below 60%
Make a Difference	100	
Cinema Circles	40	
Quizzes	130	
Lesson Plan Adaptation	25	
Web Activities	80	
Tests 3@75	225	
Presentation	100	
Debates	100	
TOTAL	900	

TENTATIVE COURSE SCHEDULE

Date	Topic	Due
Jan. 11 F2F	<i>Course Orientation and Overview</i>	Go online and obtain your syllabus. Organize calendar with due dates and projects. Discussion Topic I on course website.
Jan. 18	<i>Holiday, Martin Luther King Jr. Day</i>	
Jan. 25 Online	<i>Special Education Foundations</i>	Read Chapter 1; Take Quiz
Feb. 1 F2F	<i>Special Education Services and Programs</i>	Read Chapter 2; Take Quiz Debate 1
Feb. 8 Online	<i>Physical Impairments and Special Health Care</i>	Read Chapter 9; Take Quiz Complete Physical Impairment Module
Feb. 15 F2F	<i>Learning Disabilities Attention Deficit Hyperactivity Disorder</i>	Read Chapters 5 & 6; Take Quiz Presentation (LD, OHI, & Orthopedic Impairments)
Feb. 22 F2F	<i>Multicultural and Bilingual Special Education Culture Shock Workshop Test I – Opens @ 4:30 PM</i>	Read Chapter 3; Take Quiz Debate 2
Mar. 1 Online	<i>Very Low Incidence Disabilities Test I – Closes @ 11:59 PM</i>	Read Chapter 13; Take Quiz Test I Complete Low Incidence Module
Mar. 8	<i>Spring Break</i>	
Mar. 15 F2F	<i>Emotional or Behavioral Disorders</i>	Read Chapter 7; Take Quiz Debate 3 Presentations (ED, TBI, & Multiple Disabilities)
Mar. 22 F2F	<i>Intellectual Disabilities</i>	Read Chapter 8; Take Quiz Presentation (ID) Lesson Plan Adaptation Due
Mar. 29 Online	<i>Speech or Language Impairments</i>	Read Chapter 4; Take Quiz Complete Speech Module
Apr. 5 F2F	<i>Low Vision and Blindness Test II – Available @ 4:30 PM</i>	Read Chapter 11; Take Quiz
Apr. 12 Online	<i>Autistic Spectrum Disorders Test II – Closes @ 11:59 PM</i>	Read Chapter 12; Take Quiz Test II
Apr. 19 Online	<i>Giftedness and Talents</i>	Read Chapter 14; Take Quiz
Apr. 26 Online	<i>Deafness and Hard of Hearing FINAL EXAMINATION – Available @ 4:30 PM</i>	Read Chapter 10; Take Quiz Presentation (ASD) Make a Difference Report Due, Cinema Circles Completed.
May 3	<i>Assistive Technology Field Trip to FDLRS-TSLL FINAL EXAMINATION – Closes @ 11:59 PM</i>	Attend FDLRS-TSLL Workshop, Sanford, FL (optional)